

# ROXETH PRIMARY SCHOOL



## Special Educational Needs Information Report

*Approved by the Governing Body: February 2024*

*To be reviewed: January 2026*

### *OUR MISSION STATEMENT*

*learning together, making progress, achieving goals*

Roxeth Primary is a mainstream 2 form entry school, with 14 classes. We are an inclusive school within the London Borough of Harrow.

This document is written in line with the requirements of the SEND code of practice, section 6.79, which states:

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about’:

**The kinds of special educational needs and disability (SEND) for which provision is made at the school**

Within our school, we provide education for children with SEND, within the 4 categories identified in the Code of Practice.

Cognition and Learning	<p>Children with Cognition and Learning difficulties are supported through waves of intervention – with the first Wave being Quality First Teaching and reasonable adjustments made within the classroom. ‘Reasonable adjustments’ refers to adaptations that are made with the learning, resources and environment where appropriate and within the remit of our capabilities of a mainstream school.</p> <p>Those with Cognition and Learning difficulties could include children who have <i>specific learning difficulties</i> such as:</p> <p>Dyspraxia (specific difficulties with coordination)</p> <p>Dyslexia (specific difficulties with reading and writing)</p> <p>Dyscalculia (specific difficulties with maths)</p> <p>Our school also supports children with varying moderate/multiple learning needs.</p> <p>Provision includes access to learning both in and out of the classroom, provided by a variety of staff which include teachers, teaching assistants and volunteers.</p> <p>In Years 5 and 6, if the school deems it appropriate for children to access smaller groups for literacy or maths, this is accommodated for in order to facilitate accelerated learning. In such cases, children within this group may have access to more intensive support by 2 or</p>
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	<p>more adults. Learning and targets are shared with the class teacher where necessary, so that these can be addressed throughout the day and across their learning activities where appropriate.</p> <p>Children are provided several adaptations to learning if needed, including:</p> <ul style="list-style-type: none"> <li>- breaking down activities into smaller, achievable pieces of work.</li> <li>- providing additional resources including the use of technology or multisensory activities</li> <li>- small group work</li> </ul> <p>We also provide interventions to further support learners outside of the classroom, which address aspects of learning such as: Phonics, Comprehension and Reading, Word and Sentence level work, Handwriting, Maths and Calculation.</p>
Communication and Interaction	<p>Children who have difficulties with communication and interaction can have expressive (using language to express themselves) or receptive (understanding) language difficulties. This means they may find it difficult to understand or interpret what others are saying or have difficulties with articulation, fluency, forming sounds, words or sentences.</p> <p>We have a range of resources and strategies which are used within school to support children's Speech and Language development and our teaching assistants work closely with our NHS assigned Speech and Language therapist, to work with specific children. They transfer this knowledge and experience to support those who may not have direct access to a Speech and Language therapist themselves.</p> <p>We work closely with the Speech and Language Therapists who see children in school as well as those based in clinic.</p> <p>We make provision for children with social communication difficulties. These children may have difficulties with social interaction, communication or imagination and can find it hard to make sense of the world. We create targets for those on our SEND register related to this where we feel appropriate, and use various strategies in and out of class to enable them to succeed within their classrooms and with their peers. We have provision running across the school to assist children and help them to develop their communication skills. This may be through turn taking games, physical activities, Attention Autism/Bucket Time, Intensive Interaction, and other focus tasks/activities deemed appropriate for the child.</p>
Social, Emotional and Mental Health	<p>We are a rights respecting school, and we strongly encourage children to understand their own rights and responsibilities relating to their own and others' sense of wellbeing. We actively help children to achieve positive self-image, self-esteem, self-worth, a sense of purpose and the ability to recognise and respond to their own emotions and those of others. This is through implementing the UNESCO Rights Respecting values, using the Zones of Regulation, regular PSHE lessons, circle time, use of the worry box, as well as access to the school counsellor through the Schools Counselling Partnership. Through these methods, we encourage self-reflection and strategies that children can use to be in the right frame of mind, at the right time, and supporting others to achieve this as well.</p> <p>For some of our children, difficulties in their social and emotional development can mean that they need support and provision which is additional to or different from what is usually available in the classroom setting. We support these children through a variety of ways, both in class and in targeted groups, as well as with the support and advice of external agencies.</p>

Sensory and/or Physical	<p>Roxeth has strong links with external agencies such as the Child Sensory Team and Occupational Therapy, to provide support for, or gather advice about, children in our school who have sensory or physical difficulties. With advice from these agencies, we try our best to implement essential resources to support children within our care.</p> <p>Where necessary and possible, we adapt the curriculum or environment in order to make lessons and learning opportunities accessible to children with additional needs, which may be through the use of physical resources, or through access to activities outside of the classroom. We meet formally and informally with agencies and parents to discuss the equipment and approaches that are in place and make adaptations where needed.</p>
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### **How Roxeth identifies children with SEND and assesses their needs and who is responsible for children with SEND?**

Roxeth holds termly tracking/pupil progress meetings, where teachers, the SENDCO and the Senior Leadership Team review the progress of children and identify if there are barriers to learning or inadequate progress. Additionally, the SENDCO is approached by staff when a Special Educational Need is suspected, and where High Quality teaching, pre and post teaching, and adaptations to learning have not resulted in the child making the expected level of progress.

The school has an open-door policy, where parents/carers can approach the SENDCO or Senior Leadership to discuss any concerns around Special Educational Needs.

Where a child is identified as needing sustained additional support above and beyond the provision of High Quality Teaching, they are recorded on our SEND register, which details which pupils receive support in school or with the support of outside agencies. Those who are on our SEND register have a Support Plan, with targets made in a meeting between the teacher and parent/carer (sometimes also attended by the SENDCO or a member of the Senior Leadership Team). These are termly meetings, where the support plans will be created/reviewed to demonstrate the targets the children are working towards, how they will show us they have achieved them, and what support will be put in place to help achievement.

If concerns are continued for a sustained period, and further concerns raised, we may conduct screening and/or observations, to indicate gaps in knowledge and/or skills. This could possibly be done through assessments within the school, or done with external support.

Parents/carers will always be consulted if external agency support is sought, to ensure that they understand the reason for the referral, the process, and possible outcomes. The agencies we work with include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- The Autism Advisory Team
- The School Nurse

- Harrow's SEND Advisory Service [SENARS]
- CAMHS [Child and Adolescent Mental Health Services] /Harrow Horizons/Harrow Mental Health Service Team
- Schools Counselling partnership / Counselling services / bereavement charities

Our SENDCO, Mrs Meryem Ojo, has responsibility for our children with SEND. She is contactable through the office email: [office@roxeth.harrow.sch.uk](mailto:office@roxeth.harrow.sch.uk)

#### **How are parents/carers of children with SEND consulted and how are they involved in planning for their child's education?**

Parents have regular formal and informal meetings with class teachers, the SENDCO and the senior leadership team when needed, to discuss concerns or to ascertain targets for their child during the termly Support Planning meetings. The views of their child and their needs, and aspirations for their child, will be taken into account in the provision that is provided by the school. Within these meetings we will always discuss what is working well both at home and at school, to ensure that we can work together for the improved progress of the child. Strategies may be suggested to try at home, to support their child in their development of specific areas.

If a referral to a SEND related external agency is needed, parents/carers are informed of this need and what we hope to gain for the child from the referral. Parents/carers may also request a referral if they feel it is needed. We will always consider these requests and make the referrals we agree are necessary.

If parents/carers have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher/subject teacher/Senior teachers. This then may result in a referral to the school SENDCO: Mrs Meryem Ojo. Parents may also contact the SENDCO or the Headteacher directly if they feel this is more appropriate as we have an open-door policy.

Parents can find further information by looking at the school website. It can be found at <http://www.roxethschoolharrow.org> and includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home. The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning. The school organises parent workshops during the year. These are advertised in the school newsletter, website, or parents will be invited directly to specific workshops relevant to their child's needs. These aim to provide useful opportunities for parents to learn more about how to support their child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

#### **How will parents know how their child is doing?**

During the termly support planning meetings, parents will have an in-depth conversation about their child's progress, and will be provided their support planning targets. Parents will have the opportunity to feedback on their child's plan. Attainment towards the identified outcomes on the support plans can also be discussed at parents evening. For children with Education, Health and Care Plans, parents will also be updated at the annual review meeting.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0208 422 1344 and the email address is [office@roxeth.harrow.sch.uk](mailto:office@roxeth.harrow.sch.uk).

### **How will the school consult young people with SEND, and involve them with their education?**

We value the opinions and views of all children regardless of age, need or ability. All pupils are regularly able to give their opinions on school life within lessons and class/individual conversations with teachers and other staff members.

When supporting children with SEND, we talk to them and involve them in the target setting process where possible – explaining what their targets are and how we will support them to achieve these targets, as well as how the child will show us they have achieved these. We esteem the child's learning by referring to target achievement through verbal and written feedback. We ensure that their achievements are celebrated, whether it is in class, through assemblies or by sending them to see a member of the Leadership Team.

All children, including those with SEND, are invited to Parents Evenings. Where possible, children with an EHCP also attend part of the Annual Review meeting and are invited to give their advice via a child friendly questionnaire provided by SENARS.

### **How will young people with SEND be supported with their education, and how is their progress assessed/reviewed?**

In the first instance, support is provided to all pupils through high quality teaching that is adapted to meet the needs of all learners. The provision provided for, and progress of, pupils with SEND is monitored and improved through a number of processes that include:

- Classroom observation by the senior leadership team, the SENDCO, external professionals,
- Ongoing monitoring of progress made by pupils with SEND,
- Work sampling to ensure effective matching of work to pupil need,
- Tracking/Pupil Progress meetings, with the SENDCO in attendance. to provide advice and guidance on meeting the needs of pupils with SEND,
- Attendance and behaviour records,
- Annual Reviews for children with EHCPs,
- Termly Planning meetings with the Educational Psychologist, Speech and Language Therapist and Autism Advisory Service,
- Meetings and conversations with other professionals who work with specific children in and out of school, including those in the social care system

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome disadvantage that may be experienced in schools and increase their access to the taught curriculum. All pupils have individual learning targets, set in line with national outcomes to

ensure ambition/challenge. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Additionally, pupils' attainments are tracked using the whole school tracking system and those who do not reach expected levels of progress are identified very quickly. These pupils are then discussed in termly Tracking/Pupil Progress meetings that are undertaken between the class/subject teacher, SENDCO, a member of the Senior Leadership team and if appropriate, the pupil themselves. Additional action to increase the rate of progress will be then being identified and recorded within Support Plans within the planning cycle.

Action relating to SEND support will follow an assess, plan, do and review model:

- Assess: Data and information about the pupil held by the school will be collated by the class teacher/SENDCO in order to make an accurate assessment of the pupil's needs. Parents will always be involved in early discussion to support the identification of action to improve outcomes.
- Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained where possible, and appropriate interventions/adaptations will be identified and implemented by the class/subject teacher with advice from the SENDCO.
- Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that consider parents' aspirations for their child. Parents and the pupil will be consulted on the action they can take to support attainment of the desired outcomes.
- Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil (where appropriate).

If progress is judged to be inadequate despite the delivery of high quality teaching and interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services (such as Educational Psychology, Autism Advisory Service, etc)
- NHS services (such Speech and Language)
- Specialists in other schools (e.g. special schools)
- Social Services
- Health partners (such as School Nurse and Child & Adolescent Mental Health Service)

For a small percentage of pupils (whose needs are significant, sustained or complex and the SEN Support required to meet their needs cannot reasonably be provided within the school's own resources) a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### **How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement and skill levels in mind, adapting learning tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists. We adapt and review the curriculum and learning environment for pupils with SEND according to the needs of each child. We follow advice recommended by professionals as well as providing different resources to those children who require them. Evidence of adaptations is referred to in Support Plans, Annual Review documents, the SEND policy, Accessibility Policy, and other policies.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents. In a small number of cases, where deemed absolutely necessary for the development and specific needs of the child, the timetable of the child may be different to that of their peers. Parents/carers will be consulted about this.

### **How is the decision made about how much support each child will receive?**

For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment. For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will the school evaluate the effectiveness of the SEND provision made for pupils?**

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level of prior learning. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

### **What support will there be for children's overall well-being?**

The school offers a variety of pastoral support for pupils. This includes:

A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. Small group interventions to support pupil's well-being are delivered to some targeted pupils and groups.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.



Our school counsellor provides termly assemblies for children, focussing on positive wellbeing, and comes to the school every Tuesday for drop in sessions, or to work with specific children. Children can choose to 'drop in' to see our counsellor, and parents can contact our counsellor for advice or to talk about concerns/issues they are having. The counsellor's details are available at the school office.

Roxeth also has a designated Mental Health Practitioner provided through the Harrow Mental Health Service Team, who works with parents/carers to support their child's anxiety or behavioural needs.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity, with parents/carers of children with specific/significant consulted to discuss support that can be provided for their child, where deemed appropriate.

### **Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a detailed SEN support plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfES) guidelines included within *supporting pupils at school with medical conditions* (DfES) 2014 and identified in the School Medicine Administration Policy.

### **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled lift access to the music room, mezzanine and staff room.
- Steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Ramps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

The school will endeavour to provide adaptations, equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted adaptation to increase access to text (desk copies of information, accessible text, IT etc.)
- In class, adult support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
- Out of class support (relationship building, social/emotional skill development, learning skills or knowledge building.)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment (use of ICT, sloping board, alternate versions of text etc.)
- Partnership working with other settings (shared resources e.g. shared expertise: support from local special school on action to improve inclusion)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Implementation of specific strategies from support agencies e.g. Early Support service

In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming means-tested Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCO or a member of the Senior Leadership Team.

#### **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENDCO meets with parents of new pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

The transition strategies in place for pupils provides opportunity for pupils and parents to meet staff in their new school. These opportunities are further enhanced for pupils with SEND.

The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEN in order to support a smooth transition. The records of pupils who leave the school mid-phase will be transferred once the child has been enrolled at another school.

#### **What specialist services are available at the school?**

The school has access to a range of specialist support, following referrals, including:

- Educational Psychology team
- Speech and Language
- Occupational Therapy
- Autism Advisory Service
- Children's Sensory Team
- Schools Counselling Partnership
- Harrow Mental Health Service Team
- School nurse
- Harrow SEND advice service

#### **What training do the staff supporting children and young people with SEND undertake?**

School staff have received a range of training at three levels; awareness, enhanced and specialist. Training is ongoing and varied throughout each academic year and according to needs of the staff and children.

Awareness training has been provided to staff on:

- How to support pupils on the autistic spectrum
- Supporting children with phonics
- Supporting and raising awareness of Emotional Regulation through the Zones of Regulation
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Supporting children with varied learning needs

Enhanced training has been provided to specific Teachers and Teaching Assistants and/or the SENDCO as follows:

- Leading a Rainbows group
- Attendance at the termly SENCO forum
- ELSA (Emotional Literacy Support Assistant - currently being trained 2023-2024)
- Positive Handling training
- SEN specific training for staff members working with children with specific needs, with further training as and when identified
- Coaching and specific and/or ongoing advice provided for designated staff by Speech and Language therapist, Autism Advisory Service, Educational Psychologist and other services

Specialist training has been provided to the SENCO on:

- The SEN Coordination award (currently being undertaken).
- The Governor with specific responsibility for SEN has completed the SEN Governor training

#### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENCO,
- The Head teacher,
- For complaints, please contact the School Governor with responsibility for SEN, her name is Rona Baker. She can be contacted via the school office

### Support services for parents of pupils with SEN include:

- The Special Educational Needs and Disability Information Advice and Support Service, SENDIASS, offers support to parents and carers of all children and young people with SEND <https://www.kids.org.uk/sendias> <https://www.family-action.org.uk/what-we-do/children-families/send/harrowsendias/harrow-sendias-information-for-young-people/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.kids.org.uk/regional-mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

### Information on where the Local Authority's Local Offer can be found on the school website at:

<http://www.harrow.gov.uk/localoffer>

### References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions Sept 2014. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Harrow Local Offer: Framework and Guidance. <http://www.harrow.gov.uk/localoffer>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>